

Degree Qualifications Profile (Lumina Foundation publication [25 January 2011])

Specialized Knowledge

Knowledge acquired in a specialized field of study

Describes the scope and principal features of the field of study, citing core theories and practices, and offers a similar explication of a related field.

Illustrates the field's current terminology. Generates substantially error-free products exhibits, or performances in the field.

Defines and explains the boundaries, divisions, styles and practices of the field.

Defines and properly uses the principal terms in the field, both historical and contemporaneous.

Demonstrates fluency in the use of tools, technologies and methods in the field.

Evaluates, clarifies and frames a complex question or challenge using perspectives and scholarship from the student's major field and at least one other.

Constructs a project related to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.

Constructs a summative project, paper or practice-based performance that draws on current research, scholarship and/or techniques in the field.

Elucidates the major theories, research methods and approaches to inquiry, and/or schools of practice in the field; articulates relevant sources; and illustrates their relationship to allied fields.

Assesses the contributions of major figures and organizations in the field; describes its major methodologies and practices; and implements at least two such methodologies and practices through projects, papers, exhibits or performances.

Articulates major challenges involved in practicing the field, elucidates its leading edges, and delineates its current limits with respect to theory, knowledge and practice.

Initiates, assembles, arranges and reformulates ideas, concepts, designs and techniques in carrying out a project directed at a challenge in the field beyond conventional boundaries.

Broad, Integrative Knowledge

Knowledge acquired in general education fields

Describes how existing knowledge or practice is advanced, tested and revised.

Describes and examines perspectives on key debates within the field and in society.

Illustrates core concepts of the field while executing analytical, practical or creative tasks.

Selects and applies recognized methods in interpreting discipline-based problems.

Assembles evidence relevant to problems, describes its significance, and uses it in analysis.

Describes the ways in which at least two disciplines define, address and justify the importance of a contemporary challenge or problem.

Identifies, categorizes and distinguishes among ideas, concepts, theories and practical approaches to problems.

Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields and pro- poses a "best approach" to the question or challenge using evidence from those fields.

Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields.

Explains a problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and research in those disciplines can be brought to bear, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context.

Articulates how the field has developed in relation to other major domains of inquiry or practice.

Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields and assesses the resulting gains and difficulties.

Articulates and defends the significance and implications of his or her specialized work in terms of challenges, trends and developments in a social or global context.

Intellectual Skills

Identifies, categorizes and distinguishes among ideas, concepts, theories and practical approaches to problems. (Analytic inquiry)

Identifies, categorizes and appropriately cites information for an academic project, paper or performance. (Use of information resources)

Describes how cultural perspectives could affect interpretation of problems in the arts, politics or global relations. (Engaging diverse perspectives)

Presents accurate calculations and symbolic operations and explains their use either in the field of study or in interpreting social or economic trends. (Quantitative fluency)

Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

(Communication fluency)

Differentiates and evaluates theories and approaches to complex standard and non- standard problems within his or her major field. (Analytic inquiry)

Incorporates multiple information resources in different media or languages in projects, papers or performances, with appropriate citations; and evaluates the relative merits of competing resources with respect to clearly articulated standards. (Use of information resources)

Constructs a cultural, political or technological alternate vision of either the natural or human world through a written project, laboratory report, exhibit, performance or community service design; defines the distinct patterns in this alternate vision; and explains how these patterns differ from current realities. (Engaging diverse perspectives)

Translates verbal problems into mathematical algorithms, constructs valid arguments using the accepted symbolic system of mathematical reasoning, and constructs accurate calculations, estimates, risk analyses or quantitative evaluations of public information through presentations, papers or projects. (Quantitative fluency)

Constructs sustained, coherent argument or presentation on technical issues or processes in more than one language and in more than one medium for general and specific audiences; and works through collaboration to address a social, personal or ethical dilemma. (Communication fluency)

Disaggregates, adapts, reformulates and employs in an essay or project principal ideas, techniques or methods at the forefront of the field. (Analytic inquiry)

Provides adequate evidence through papers, projects, notebooks, computer files or catalogues of expanding, assessing or refining either a recognized information resource or an information base within the field. (Use of information resources)

Addresses in a project, paper or performance a core issue in the field from the perspective of a different point in time or a different culture, political order or technological context, and elucidates how the perspective contributes to results that depart from current norms, dominant cultural assumptions or technologies. (Engaging diverse perspectives)

Not seeking a degree in a quantitative field employs and applies mathematical, logical or statistical tools to problems within the field in a project, paper or performance, while the student seeking a degree in a quantitative field articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories. (Quantitative fluency)

Creates sustained, coherent explanations and reflections on the student's own work in two or more media or languages to both general and specialized audiences. (Communication fluency)

Applied Learning

Describes in writing a case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; evaluates the learning gained; and analyzes a significant concept or method related to the course of study in light of learning from outside the classroom.

Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Presents a project, paper, performance or other appropriate task linking knowledge and skills from work, community or research activities with knowledge acquired in academic disciplines; explains how elements were combined to shape meaning or findings; and shows the relationship to relevant scholarship.

Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from analysis.

Completes a field-based assignment in the course of study that employs insights from others; evaluates a significant question in relation to concepts, methods or assumptions in at least one academic field; and explains the implications of learning outside the classroom.

Creates a discrete project, paper, exhibit, performance or other appropriate task reflecting integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills from at least two disciplines representing different segments of the curriculum (e.g., computer science and anthropology); documents the sources of the knowledge and skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the primary field(s).

Creates, designs and implements a performance or project in an out-of-class setting requiring application of advanced knowledge to a practical challenge; articulates insights gained from the field experience; assesses, with appropriate citations, selected approaches or scholarly debates applicable to the problem; articulates a reasoned judgment on selected issues in the field; and assesses standards for professional performance and continuing development with specific reference to the experience.

Civic Learning

Describes his or her own civic and cultural background, including origins, development, assumptions and predispositions.

Describes historical and contemporary positions on democratic values and practices, and presents his or her position on a related problem.

Takes an active role in the community (work, service, co-curricular activities) and examines civic issues encountered and insights gained.

Explains diverse perspectives on a contested issue and evaluates insights gained from different kinds of evidence reflecting scholarly and community perspectives.

Develops and justifies a position on a public issue and relates this position to alternative views within the community or policy environment.

Collaborates in developing and implementing an approach to a civic issue, evaluates the process and, where applicable, weighs the result.

Assesses and develops a position on a significant public policy question in the student's field, taking into account scholarly and community perspectives.

Institution-specific areas

(Users of the Degree Profile matrix should use this column to list other areas of learning they wish to include.)